



Moderators' Report/ Principal Moderator Feedback

January 2023

Pearson Edexcel Extended Projects Qualification
in Performance (P303)
Paper 01

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Student Performance

This series saw a small number of entries for P303, typical for a January series.

The usual range of projects from the main performing arts disciplines of dance, drama, and music were seen. Event-based projects and skills development projects were also seen. The work covered a wide range of themes, ideas, and creative intentions.

Several projects that aimed to raise awareness of issues as well as those that aimed to entertain their audience were evident. Most of the projects seen had specific and realistic objectives. Creative intentions were mostly considered and focused.

The most successful projects were supported by a robust research base and covered the key stages of exploration of ideas, consideration of alternatives, development of ideas and processes and both process and outcome were reviewed and evaluated. Where practical exploration of ideas had taken place, using appropriate rehearsal and/or skills development techniques, the outcome was more refined and coherent. Consideration of target audience was also a feature in the more successful projects.

Most projects seen this series included written support materials that gave detailed accounts of the process. Centres are reminded that the written support materials can be in a format that suits the practice in relation to the type of project and the role undertaken, and it is not a requirement for support materials to be in the form of formal essay writing. An appropriate citation process should be used, and a bibliography included.

Performance outcomes were typically engaging and demonstrated some excellent technical ability in relation to performance skills and techniques.

Suitability of work submitted

The projects seen this series were all appropriate and some were very powerful in communicating themes and ideas to an audience through the precise deployment of performance skills and techniques. There was ownership of ideas and a genuine commitment to the development process.

In the more successful projects, the research practice was consistently relevant and in turn the findings informed the development of the work. Sources were mostly valid and covered both the content and the form of the project. In some projects interviews with key professionals were used effectively. There was some successful consideration of alternatives.

Style and genre as well as the influence of key practitioners were considered in the more successful projects and helped inform the process as well as contribute to the success of the outcome.

Centre Performance

Centres are to be thanked for submitting their work in a manner that supported the moderation process. This included centre assessors using the language of the assessment criteria on the Candidate Record Sheets, which highlighted where evidence had been rewarded against each of the assessment objectives. In most cases work was well organised and clear to follow. This was very much appreciated.

